

CHAPTER 1

INTRODUCTION

This chapter presents background of the research, the research problem, objective of the research, significance of the research, scope and limitation and the definition of the key terms.

1.1 Background of the Research

Speaking is one of crucial skills among four skills that must be learnt in English because it is a clear parameter to measure a person's ability to communicate. According to Richards and Willy (2002), speaking is the central element of communication. The speaking skill is measured in terms of the ability to carry out a conversation in the language. The evidence is when someone speaks, people will easily assess his or her language ability. This is what makes the researcher focused on the speaking skill.

Vocational High School (VHS) teachers in Indonesia have the responsibility and obligation to rethink again of what actually the need of students of VHS especially in speaking English ability. According to Mulyasa (2006: 14), the management of teaching and learning process in KTSP at vocational high school includes classroom management, material management, activity and time management, students' management, and resource of study.

Ironically, based on interview with the English teacher of X grade at SMK Muhammadiyah 2 Malang, the teacher conveyed that the problem of students speaking were lack of vocabulary, hard to say, feeling shy and afraid to take part in the conversation. It had proven by the result of middle test given by the teacher.

The result showed that students' score was less than 75. The students could not fulfill the criteria of success which is 75. From 21 students in one of three classes which was the most passive class, only 7 students who gained the score and the others were below 75.

Furthermore, In order to get brief information about the real condition of the classroom, the researcher conducted preliminary study on 24th of October 2016. The researcher asked the students to introduce themselves using English one by one. As a result, the students' problems are as follow: the preliminary study indicates that most of students have difficulties in speaking proven by the mean score, in which it is, 60.29. In this case, the highest score is 80 points. From 21 students, the researcher found that there were only three students who achieved 80. Moreover, mostly the students gained less than 75. From the result of the questionnaire analysis, the researcher found that there were 9 students (42.8%) who did not agree, there were 4 students (19%) who really did not agree, 6 students (28%) who agreed enough, only 2 students (9.5%) who really agreed and none of students (0%) who agreed with the statement of questionnaire that they often make conversation using English during teaching and learning process. It indicated that most of the students did not agree if they often make conversation using English during teaching and learning process.

Another result of questionnaire was towards the statement says they had enough vocabulary to be used in speaking English. There were 10 students (47.6%) who did not agree, only 1 student (4.76%) who really did not agree, there were 7 students (33%) who agreed enough, only 2 students (9.5%) who agreed, and only 1 student (4.76%) who really agreed with the statement. It indicated that

most of the students had not enough vocabulary to be used in speaking English. It is therefore, they need proper method to enrich their vocabulary and they would be able to speak English.

Besides, the result of questionnaire towards the statement stated the topics given by teacher for speaking were interesting. There were 10 students (47.6%) who did not agree. Only 2 students (9.5%) who really did not agree, 5 students (23.8%) who agreed enough, 3 students (14.2%) who agreed and only 2 students (9.5%) who really agreed with the statement. It claimed that they had not good grammar enough when they spoke English.

From result of questionnaire with statement that they could understand well if somebody talked to them in English. There were 7 students (33.3%) who agreed enough, 4 students (19%) who really did not agree, 3 students (14.2%) who agreed, 4 students (19%) who really agreed with the statement. It showed that the students actually had potential to speak English more but they just rarely to practice. The detail result of questionnaire can be seen in Appendix 2.

In this research, the researcher is willing to find the answer of speaking difficulties by using direct method to improve speaking skill in English subject. According to Jawirkaze (2009) in his thesis titled “An Effectiveness Teaching English through Direct Method”, direct method is very effective to use by the English teacher. The students can understand very easily and rapidly if the teacher uses direct method because this method is very communicative.

According to Freeman (2000), direct method has one very basic rule. No translation is allowed. In fact, the direct method receives its name from the fact that meaning is to be connected directly with the target language, without going

through the process of translating into the student's native language. Teachers who use the Direct Method intend that students learn how to communicate in the target language.

The direct method is the reform movement reflecting the restrictions of grammar translation method. Translation is abandoned in favors of the teacher and the students speaking together, relating the grammatical forms they were studying to objects and pictures, etc. In order to establish their meaning, the sentence is still the main object of interest.

There were some previous research findings showing roles of Direct Method. Wahyuni (2013) found that there was influence of using the direct method to improve speaking ability. Before using the direct method, the students were passive and they did not comprehend the teacher taught, however, after the implementation of the direct method, students has increased their vocabulary, and more confident to speak up, because every meeting they had to present in front of class by English. So, they could improve speaking ability.

In addition, Andriyani (2015) found that after students got some activities through the Direct Method, the students were stimulated to say some vocabularies that they get in the activities. The students had imagination about what they would speak. Finally, it can be said that the use of direct method can improve the students' speaking skills.

Finally, based on the whole explanation above the researcher is interested in using Direct Method in teaching English to improve English

speaking ability of vocational high school students that located at SMK Muhammadiyah 2 Malang.

1.2 The Research Problem

Based on the background of the research presented above, the research problem is stated as follows: “How could Direct Method improve English speaking ability of the tenth grade students at SMK Muhammadiyah 2 Malang”

1.3 Objective of the Research

In line with the research problem above, the objective of this research is to know how Direct Method can improve English speaking ability of the tenth grade students at SMK Muhammadiyah 2 Malang.

1.4 Significance of the Research

This study is expected to give contributions for English teachers and also the students. For students, by using direct method, they know to communicate the target language. Because direct method is a very communicative method based on Jawirkaze (2009) above, it will help them to speak easily and have good pronunciation. Direct method also enhances students’ motivation to be more confident to speak English.

For the teacher, Direct method can help teacher to improve speaking skill and competencies of students with interactive class that create cheerful environment in learning process. Thus, make teacher and students enjoy the class.

1.5 Scope and Limitation

The scope of this research is focused on improving speaking skill through Direct Method at eleventh grade students at SMK Muhammadiyah 2 Malang.

While, the limitation of this study is the implementation of “direct method” in the tenth grade at SMK Muhammadiyah 2 Malang.

1.6 Definition of the Key Terms

The aim of giving the definition of the key terms is to avoid some incorrect interpretation of this research title, the researcher wants to clarify and explain the term used. The terms which are needed to be defined in this research are as follows:

- **Direct method**

According to Jing and Ling (2007), the direct method is a radical change from Grammar-Translation Method by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique.

- **To Improve**

According to Danbury (2004:487), to improve is an action of achieving or producing something better in quality or to make more productive.

- **Speaking**

According to Richards and Renandya (2002: 204), speaking is effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation.

- **Ability**

According to Fleishman (1975, cited in Furnham: 2009), ability refers to more general capacity of performance in a variety of human tasks.

- **Speaking Ability** is capacity of human performance in delivering their thought in spoken language.

